

1974

Attitudes Toward Dormitory Regulations and Procedures at the Navajo Methodist Mission School in Farmington, New Mexico

James Franklin Conyers

Eastern Illinois University

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Conyers, James Franklin, "Attitudes Toward Dormitory Regulations and Procedures at the Navajo Methodist Mission School in Farmington, New Mexico" (1974). *Masters Theses*. 3638.
<https://thekeep.eiu.edu/theses/3638>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

August 1, 1978
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

ATTITUDES TOWARD DORMITORY REGULATIONS AND

PROCEDURES AT THE NAVAJO METHODIST

(TITLE)

MISSION SCHOOL IN FARMINGTON, NEW MEXICO

BY

JAMES FRANKLIN CONYERS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1974

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

30 July 74
DATE

July 31, 1974
DATE

TABLE OF CONTENTS

	PAGE
LIST OF TABLES.....	iii
CHAPTER	
I. STATEMENTS CONCERNING THE PROBLEM.....	1
Introduction	
Statement of the Problem	
Purpose of the Study	
Need for the Study	
Source of the Data	
Definition of Terms	
Limitations of the Study	
II. RELATED LITERATURE.....	5
III. PROCEDURE AND RESULTS.....	11
Academic	
Counseling	
Custodial	
Social	
Spiritual	
Supervisory	
IV. RECOMMENDATIONS.....	87
APPENDIX A.....	92
APPENDIX B.....	94
SELECTED BIBLIOGRAPHY.....	99

LIST OF TABLES

Table	Page
1. Dorm parents should know what grades their students receive in school.....	14
2. If a student has a problem with his homework, the dorm parents should be able to help him.....	15
3. Dorm parents should meet with teachers at certain times during the year to discuss the progress of the students in their dormitory.....	16
4. It is better to have study halls in the dormitory than in the school.....	17
5. The dorm parents should meet with teachers when one of their students is having a problem.....	18
6. The dorm parents take the places of the real parents of the students in their dorms.....	22
7. When a student is having problems in the dorm, the dorm parents should talk with the student's real parents.....	23
8. The dorm parents should meet on a regular basis with parents to discuss the progress and behavior of the students living in their dorm.....	24
9. The dorm parents should know the parents and family of the students in their dorms.....	25
10. If a student is having a problem in school, the dorm parent should talk to him about it.....	26
11. When students talk to dorm parents about something personal, they should keep it a secret.....	27
12. Dorm parents are people to talk to if you have some problem.....	28

13.	It is okay for students to go to the dorm parents on their day off if they think they need to.....	29
14.	Dorm parents should help students plan their future work in life.....	30
15.	If a student needs to go to town during the week, the dorm parent should take him.....	35
16.	If a student needs to go to the doctor, his dorm parent should take him.....	36
17.	If a student appears to be very sick, the dorm parent should send him to the nurse.....	37
18.	It is the responsibility of the dorm parents to make certain that students bathe regularly.....	38
19.	All meals should be served in the dormitory.....	39
20.	It is the dorm parents' responsibility to see that students attend meals.....	40
21.	Snacks should be provided in the dormitory every night.....	41
22.	The dorm parent should be willing to wash the clothes of the students living in their dormitory.....	42
23.	The dorm parent should make certain students are properly dressed before they go to school.....	43
24.	Students should pay for any damage which they do although it may have been an accident.....	44
25.	If a student damages the dorm on purpose, he should pay for the damages.....	45
26.	Students should check out whenever they leave the dorm.....	46
27.	Students should check in with dorm parents when they return to the dorms.....	47
28.	Students should be able to go into the dorm parents' apartment to visit whenever they want to.....	54

29.	The dorm parent should plan activities such as picnics or movies for their students.....	55
30.	Parties in the dormitory should be planned by the dorm parents.....	56
31.	When a girls' dorm has a party, boys should be allowed to attend.....	57
32.	When a boys' dorm has a party, girls should be allowed to attend.....	58
33.	The dorm parent should lead prayer times on a regular basis in the dorm.....	61
34.	Dorm parents should lead a blessing before meals served in the dormitory.....	62
35.	The dorm parents should teach Sunday School to the students in their dorm.....	63
36.	If a student doesn't do his work in the dorm, the dorm parent should make him do it.....	64
37.	Dorm parents should not force students to do their work if the student doesn't want to do it.....	67
38.	The dorm parent should report any violation of school rules to the Superintendent.....	68
39.	If a student breaks the rules of the dorm, it is the dorm parents' job to punish him.....	69
40.	If a student breaks the rules of the dorm, the Superintendent should punish him.....	70
41.	If a student misbehaves, it is better to scold or correct him when he is alone.....	71
42.	If a student misbehaves in school, the dorm parent should punish him.....	72
43.	Dorm parents should knock on a student's door before entering the room.....	73
44.	Dorm parents should inspect students' rooms to see that they are clean.....	74
45.	It is okay for dorm parents to search a student's room when he is not present.....	75

46. The dorm parents should treat all students
the same when they break the rules.....76
47. A strict dorm parent is better than one who
is not strict.....77
48. The student should notify the dorm parent
whenever he is going to be gone from the
dormitory for a school field trip or event.....78
49. On the dorm parents' day off, the relief dorm
parent has the same authority as the regular
dorm parents.....79
50. Dorm parents should check to see that students
are where they are supposed to be at certain
times.....80

CHAPTER I. STATEMENTS CONCERNING THE PROBLEM

Introduction

The Navajo Methodist Mission School is located on a 100 acre campus in Farmington, New Mexico. It is a private, coeducational project of the Board of Global Ministries of the United Methodist Church. The school traces its origin to 1891 when two deaconesses began their missionary work among the Navajos.

At the time of the study, the school had an enrollment of 148 students in grades six through twelve. The student body was composed mostly of Navajo students with some members of the Hopi, Jicarilla Apache, Ute, and Laguna tribes represented.

The Navajo Methodist Mission School was a boarding school when the study was made. Because of this, most of the students lived in dormitories operated by the school during the approximately nine month school term. Students were allowed to go home on weekends and holidays if they desired to and had a means of transportation. Otherwise, they lived in the dormitories under the supervision of the dormitory personnel.

Statement of the Problem

Through the years, a number of regulations and procedures had developed which governed the behavior of students living in the dormitories. A question of student and total staff

agreement with those regulations and procedures existed.

Purpose of the Study

The study was designed to provide information concerning student and total staff attitudes about dormitory life. The study allowed both the students and the total staff to express their opinions on selected procedures in an anonymous, non-threatening manner. The information gained from this study should provide both dormitory supervisors and administrative staff with insights as they determine dormitory rules.

Another important purpose of the study was to provide information which could be passed on to new dormitory personnel. Often, people employed in this capacity have had little or no experience in the position of dormitory parent. Also, many of them may not have had experience in working with a Native American student body. Therefore, information relating student opinions about the various facets of dormitory life could be very valuable to a new dormitory worker.

Need for the Study

In order to improve the program, information concerning both strong and weak points must be brought to the attention of those who can make needed changes or continue satisfactory practices. If a procedure is very unsatisfactory to the students or a large number of staff members, then it needs to be recognized and possible changes considered. For this reason, a study of this kind was needed to provide an indication of the satisfaction with the existing program.

There was no indication that a study of this type has ever been undertaken in this particular school. Therefore, it was an important beginning in assessing attitudes. Also, as was stated earlier, new dormitory personnel often seek information which can help them be more effective in dealing with students. This study has attempted to fulfill this need.

Source of the Data

The data was collected from all boarding students and members of the total staff of the Navajo Methodist Mission School. The questionnaires were administered to the students by their classroom teachers during the week of May 6, 1974. Only those students who lived in the school dormitories were allowed to complete the questionnaires.

The questionnaire was completed by the dormitory parents and staff during the same week as the students. In these cases, it was administered by the writer.

Definition of Terms

A boarding student was one who lived in a dormitory operated by the school during the school year.

A day student was one who attended the school during the day but returned to his own home in town after school.

Dormitory parents, dormitory supervisors, and dormitory personnel were all terms used interchangeably. They designate those school employees who were responsible for the supervision of the boarding students during the times they were not in school or a school activity.

Significant was a term used to indicate that fifty percent or more of those responding indicated a preference of one of the three possible responses on the questionnaire. Any response receiving fifty percent or more of those possible was considered worthy of note.

Staff referred to all school personnel except the dormitory parents and kitchen workers.

Total Staff referred to all employees of the school except kitchen workers.

Limitations of the Study

The findings of this study can only be considered indicative of the attitudes of the students, dormitory personnel, and staff of the Navajo Methodist Mission School during the 1973-74. school year. Even a small change of students or members of the total staff can alter considerably the composition of such a small school.

While all boarding students were included in the sample, not all members of the staff were able or willing to complete a questionnaire. Therefore, the staff population sampled was less than total. This may have made a difference in the results.

Finally, the questions used posed another limitation of the study. Obviously, respondents could answer or react only to those questions provided in the questionnaire. Therefore, the study was not exhaustive in its treatment of attitudes toward dormitory procedures.

CHAPTER II. RELATED LITERATURE

Boarding schools, both government and private, have existed for American Indian youth for over 200 years. The first recorded boarding school for Indian students was begun in Lebanon, Connecticut by the Reverend Eleazer Wheelock, a Congregational minister, in 1755.¹ Moor's Charity School for Indians differed from earlier attempts at educating American Indians in that students were removed from their tribal environment. The school offered missionary training for its students.

It was not until 1860 that the first boarding school was opened on a reservation.² This school was located on the Yakima Reservation in an abandoned barracks of Fort Simcoe in the Washington Territory. While the first reservation boarding school came into being at this time, it was not until much later that they were well accepted.

Before the acceptance of reservation boarding schools, students were sent all over the country to schools in order

¹Evelyn C. Adams, American Indian Education: Government Schools and Economic Progress (Morningside Heights, New York: King's Crown Press, 1946), p. 18.

²Ibid., p. 37.

that they might come to live like the white man.³ Removal from the reservation was intended to discourage running away and to encourage assimilation into the dominant culture. In keeping with this philosophy, Captain Richard H. Pratt opened the first non-reservation boarding school in Carlisle, Pennsylvania in 1879.⁴ The Carlisle Indian School, as it was called, was an elementary school offering vocational courses in agriculture, mechanics, and nursing.

While there were advantages and disadvantages to both reservation and non-reservation boarding schools, the Meriam Report of 1928 was the first thorough investigation into the problems faced by Indian schools. The Report was a survey of the status of Indian education which offered constructive criticism. It generally rejected the concept of non-reservation boarding schools.⁵

One of the first investigations of the attitudes and values of American Indians was carried on in 1942 by the Indian Education Research Project.⁶ The project attempted to evaluate the impressions held by anthropologists and others who had worked with the Navajos of their attitudes

³Allen L. Nephew, "Christian Education and the American Indian," Religious Education, LXII (November, 1967), p. 507.

⁴Adams, American Indian Education, p. 51.

⁵Lewis Meriam (technical director), The Problem of Indian Administration (Baltimore, Maryland: The Johns Hopkins Press, 1928), p. 406.

⁶Dorothea Leighton and Clyde Kluckhohn, Children of the People: The Navaho Individual and his Development (Cambridge: Harvard University Press, 1947), p. 117.

and way of thinking. The study applied objective, standardized methods in investigating the Navajo. Its purpose was to provide information for future administration and development of the tribe.

A more recent study considered the attitudes of Indian youth toward the non-Indian way of life.⁷ The subjects were ninth grade students from three government boarding schools located in the Western States. Attitudes toward school, family relationships, and the law were considered. The results indicated that Native American students, regardless of their tribe or geographic background, tended to share similar attitudes. The majority of the subjects exhibited acceptance of the attitudes of the non-Indian society.

Another study investigated the attitudes of Aleut parents toward education. The study by Kleinfeld discovered value conflicts between the school and the community.⁸ The fears of parents that the education of their children would mean rejection of the parents and of the old life were uncovered. While the parents saw some value in the education of their children, they were generally fearful of its consequences.

Additional research regarding parental attitudes

⁷Efraim Sheps, "Indian Youth's Attitudes Toward Non-Indian Patterns of Life, " The Journal of American Indian Education, IX (January, 1970), pp. 19-27.

⁸J. S. Kleinfeld, "Sources of Parental Ambivalence Toward Education in an Aleut Community," The Journal of American Indian Education, X (January, 1971), pp. 8-14.

toward education has been conducted in the Southwest among The Navajo and Hopi. The purpose of the study by Biglin and Wilson was to determine parental attitudes toward specific aspects of the school program and to consider these attitudes in relation to race, educational level, and social class of the respondents.⁹ Results were noted as percentages of parents showing acceptance or rejection of the various aspects of the educational experiences of their children.

While some research has been done about Indian students and their parents' attitudes toward school, there was almost no evidence of any work regarding attitudes toward dormitory life. Much of what has been written either explained what was taking place in a given institution or what someone believed should be taking place.

However, one study was carried out by Kleinfeld which related to this writer's interests.¹⁰ His study considered the characteristics of both successful and unsuccessful boarding home parents. The parents in his study usually kept only one or two Eskimo or Athabascan children in their homes while they attended public schools. It was noted

⁹James E. Biglin and Jack Wilson, "Parental Attitudes Toward Indian Education," The Journal of American Indian Education, XI (May, 1972), pp. 1-6.

¹⁰J. S. Kleinfeld, "Characteristics of Successful Boarding Home Parents of Eskimo and Athabascan Indian Students," Human Organization, XXXII (Summer, 1973), pp. 191-199.

that some parents were more successful in dealing with the students than others. The study attempted to identify the characteristics which led to success by means of interviews given to the students and the boarding home parents. Results indicated that those parents who were most open in showing their feelings and affections for the students were most successful.

A study which seems to relate well to the subject of this paper was one undertaken by Duvall.¹¹ His investigation was to determine whether students and staff living in a college residence hall considered certain conditions which existed in the halls to be worthwhile and desirable. Both students and staff responded to the various facets of dorm life. Certain broad areas were discovered where significant differences existed between students and staff and among students and staff.

Another study was conducted by Biggs.¹² His study was designed to observe differences in student opinions about residence counselors and to note the relationships of these opinions to the personal characteristics of the residents. It was determined that opinions varied with year in school and sex of the students.

¹¹William H. Duvall, "Student-Staff Evaluation of the Residence Hall Environment," The Journal of College Student Personnel, X (January, 1969) pp. 52-58.

¹²Donald A. Biggs, "Student Evaluation of Residence Hall Counselors," Journal of Educational Research, LXV (March, 1974), pp. 125-132.

Additional research was conducted to evaluate undergraduate residence hall staff. Harshman and Harshman developed a model for evaluating the undergraduate residence hall staff based on the expectations for this group.¹³ Areas of expected performance were designated by the directors of residence. From these areas the instrument was developed and, later, tested on students.

¹³Carl L. Harshman and Ellen F. Harshman, "The Evaluation of Undergraduate Residence Hall Staff: A Model and Instrumentation," The Journal of College Student Personnel, XV (March, 1974), pp. 125-132.

CHAPTER III. PROCEDURE AND RESULTS

The first concern was to find a means of effectively measuring the attitudes of the boarding students and total staff toward dormitory practices and policies. Bucheimer and Weiner have suggested a number of ways to consider student attitudes.¹ The one selected by the writer was a questionnaire.

The second concern was in determining the form of the questionnaire. The writer adopted a form in which there were three possible responses. They were "Yes," "No," and "Don't Know." This was a form suggested by Cramer.² This form was adopted because it seemed to be one that could be easily understood by students in grades six through twelve.

Having determined the type and the form of the instrument to be used, the next task was to determine what questions would be asked. Input from several sources was sought. These sources included the dormitory parents, the superintendent of the school, and selected teachers.

¹Arnold Bucheimer and Max Weiner, "Studying Student Attitudes," in Research Guidelines For High School Counselors, ed. by College Entrance Examination Board (New York: College Entrance Examination Board, 1966), p. 2.

²Stanley Cramer, "The Opinion Survey As a Research Technique," in Research Guidelines For High School Counselors, ed. by College Entrance Examination Board (New York: College Entrance Examination Board, 1966), p. 95.

To aid in the generation of questions, six areas of dormitory life were identified and defined from the point of view of the responsibilities of the dormitory personnel. The six categories were academic, counseling, custodial, social, spiritual, and supervisory. The categories were determined and defined by the writer. The categories and their definitions are found in Appendix A of this paper.

Copies of these categories were given to the dormitory personnel in a group meeting. It was expected that this would help generate questions about dormitory life. The writer then talked individually with the personnel in charge of each dormitory to solicit questions for use.

Individual interviews were also used with the superintendent and selected teachers to gain additional questions. In addition, many questions were developed privately by the writer. By this process a total of fifty questions were generated for use. A copy of the questionnaire is found in Appendix B of this paper.

Having developed the questionnaire, it was then necessary to administer it. The first group to respond were the dormitory personnel. This was accomplished in their weekly group meeting conducted by the writer. There were nine dormitory personnel present and each one completed a questionnaire.

The next group to complete the questionnaires was the students. They were given the questionnaires in their

classrooms by their teachers. In grades six, seven and eight, the homeroom teacher was the administrator. In the tenth grade, the students responded during their science class. In grades nine, eleven, and twelve, The English teachers administered the questionnaires during a regular class period. A total of 144 students responded to the questionnaire.

The final group to respond was the staff. They were given the questionnaires by the writer at the conclusion of a staff meeting. Seventeen members of the staff completed questionnaires at that time.

A total of 170 questionnaires was completed by the students and total staff. This was accomplished during the week of May 6, 1974.

The results are considered within the framework of the six categories used to generate the questions. The six categories in the order considered are academic, counseling, custodial, social, spiritual, and supervisory. Preceding each discussion is a table with the results of that statement. Listed in the tables are the numbers of each group responding. The numbers are followed by the percentages which that number is of those responding. A summary follows the tables and discussions of those statements in each category.

Academic

This area includes five items from the questionnaire. These items relate to the student's progress within the school subject areas.

TABLE 1.--Dorm parents should know what grades their students receive in school

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	6(40)	4(27)	5(33)
6 & 7 Girls	17(71)	4(17)	3(12)
8 & 9 Boys	11(50)	9(41)	2(9)
8 & 9 Girls	8(31)	16(62)	2(8)
Sr. High Boys	11(50)	7(32)	4(18)
Sr. High Girls	10(29)	24(69)	1(3)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

***All percent figures were rounded to the nearest whole number.**

The responses to the question of the need for dormitory parents to know the grades of their students were mixed. The 6 & 7 Girls, 8 & 9 Boys, and Sr. High Boys indicated significant positive responses. Also, 100 percent of the Dorm Parents and 100 percent of the Staff responding marked a "YES" response.

Those indicating a significant negative response were the 8 & 9 Girls and the Sr. High Girls. The only group failing to indicate a significant response to any of the categories were the 6 & 7 Boys. Their responses were divided with none receiving fifty percent or more.

TABLE 2.--If a student has a problem with his homework,
the dorm parents should be able to help him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	13(87)	1(7)	1(7)
6 & 7 Girls	21(88)	2(8)	1(4)
8 & 9 Boys	17(77)	3(14)	2(9)
8 & 9 Girls	17(65)	2(8)	7(27)
Sr. High Boys	15(71)	0	6(29)
Sr. High Girls	31(89)	2(6)	2(6)
Dorm Parents	3(38)	3(38)	2(25)
Staff	6(35)	6(35)	5(29)

*All percent figures were rounded to the nearest whole number.

The question of dorm parents being able to help their students with homework problems indicates a definite split between the students and the total staff. All dormitory groups indicated a significant "YES" response. In all but two of the dormitories, 8 & 9 Boys and 8 & 9 Girls, over seventy percent of the respondents answered positively.

Dorm Parents and Staff were divided among themselves on this item. Neither group chose any of the responses often enough for it to be significant. Equal numbers of Dorm Parents chose "YES" responses and "NO" responses. The same was true of the Staff. While students generally agreed on this question, the Dorm Parents and Staff were undecided.

TABLE.--Dorm parents should meet with teachers at certain times during the year to discuss the progress of the students in their dormitory.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	5(33)	3(20)	7(47)
6 & 7 Girls	15(62)	4(17)	5(21)
8 & 9 Boys	11(50)	6(27)	5(23)
8 & 9 Girls	12(46)	7(27)	7(27)
Sr. High Boys	8(38)	5(24)	8(38)
Sr. High Girls	15(43)	15(43)	5(14)
Dorm Parents	7(88)	0	1(12)
Staff	15(94)	0	1(6)

*All percent figures were rounded to the nearest whole number.

There was uncertainty among the students regarding the desirability of regular dorm parent-teacher conferences for each student. The only two dormitory groups to respond positively in significant numbers were the 6 & 7 Girls and the 8 & 9 Boys. Both the Dorm Parents and Staff groups responded favorably with only one person from each group in the "DON'T KNOW" category with all others responding "YES."

No other group indicated a significant response. Six dormitories, 6 & 7 Boys, 8 & 9 Girls, Sr. High Boys, and Sr. High Girls, were divided with no response being selected fifty percent or more of the time.

TABLE 4.--It is better to have study halls in the dormitory than in the school.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	11(73)	2(13)	2(13)
6 & 7 Girls	12(50)	12(50)	0
8 & 9 Boys	7(33)	10(48)	4(19)
8 & 9 Girls	12(46)	10(38)	4(15)
Sr. High Boys	7(33)	5(24)	9(43)
Sr. High Girls	9(26)	14(40)	12(34)
Dorm Parents	0	6(75)	2(25)
Staff	3(18)	10(59)	4(24)

*All percent figures were rounded to the nearest whole number.

It is obvious that the 6 & 7 Boys favored having study halls in the dormitory rather than in the school. The response of the 6 & 7 Girls was evenly divided with fifty percent indicating "YES" and fifty percent indicating "NO."

Negative responses were evident by two other groups. The Dorm Parents with seventy-five percent indicating "NO" were the most negative. The other group with a significant negative response was the Staff with fifty-nine percent recorded.

The four other dormitory groups were not able to arrive at any significant judgement. These groups were the 8 & 9 Boys, 8 & 9 Girls, Sr. High Boys, and Sr. High Girls.

TABLE 5.--The dorm parents should meet with teachers when one of their students is having a problem.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	2(13)	4(27)
6 & 7 Girls	12(50)	4(17)	8(33)
8 & 9 Boys	9(41)	7(32)	6(27)
8 & 9 Girls	9(35)	9(35)	8(31)
Sr. High Boys	14(67)	3(14)	4(19)
Sr. High Girls	9(26)	19(54)	7(20)
Dorm Parents	6(67)	1(11)	2(22)
Staff	16(94)	0	1(6)

*All percent figures were rounded to the nearest whole number.

Five groups felt that the dorm parents should meet with teachers when one of their students is having a problem. The Staff with ninety-four percent responding "YES" had the highest positive response. Other groups which responded positively were the 6 & 7 Boys, 6 & 7 Girls, Sr. High Boys, and Dorm Parents.

The only significant negative response came from the Sr. High Girls. Fifty-four percent of them responded negatively.

Two groups failed to indicate a significant response. These were the 8 & 9 Boys and the 8 & 9 Girls. They were divided among the three possible responses with none receiving enough to be considered significant.

A number of conclusions can be drawn from the results of the five questions in the academic area. First, in the question dealing with the desirability of dorm parents knowing the grades of their students, there was 100 percent total staff agreement that they should. Three of the six dormitories favored the dorm parents knowing the grades.

It is important to note that two dormitories indicated significant negative responses. This may have been caused by a fear of chastisement or punishment by the dorm parent of those receiving low grades. Also, it may have been the fear of receiving favored treatment by those receiving above average grades. Native American students generally do not like to be acknowledged as superior to their peers. A third possibility, as indicated in the previous two, is that the students do not trust the dorm parents with the information. They do not know what use the dormitory personnel will make of this information.

On the basis of the total staff and reasonable student support, it seems desirable that dorm parents know the grades of the students in their dorms. However, there may be a need to discuss the use of the information before it is given to the dorm parents.

The second item dealt with the dorm parents being able to help students with their homework. All of the student groups felt that this was a desirable capability of dorm parents.

Dorm Parents and staff, however, were divided among

themselves on this item. This may have been because some of the dorm parents had a limited educational background and could not provide help. Also, it may have been a recognition of the difficulty or impossibility of finding dormitory personnel competent in all the areas students might study.

Because of student desire for dorm parents capable in academic areas, it seems that educational background should be an important consideration in the selection of replacement personnel for the dormitories. While one may not be competent in all academic areas, a person with some academic expertise seems more desirable than one with none.

The third item dealt with regular dorm parent-teacher conferences to discuss the progress of each student. The total staff and two dormitory groups indicated significant positive responses. No group indicated a significant negative response, thus, indicating uncertainty among four groups. Since there was considerable total staff support and some student support with no definite opposition to the proposal, regular conferences appear to be desirable.

The fourth item dealt with the desirability of having study halls in the dormitory rather than in the school. The 6 & 7 Boys were the only group definitely in favor of this arrangement. This may have been because having the study hall in the dormitory was less restraining than in the school under the supervision of a teacher.

21

Since there were four groups which did not indicate a significant response and only one group definitely in favor of the idea, it seems that this item needs more investigation. While the total staff seems to oppose having the study hall in the dormitory, further research is needed to determine the most suitable location and conditions.

Finally, the statement dealing with dorm parent-teacher conferences about students having problems in school was considered. Five of the eight groups responded positively with only one of the groups showing a significant negative response. It is surprising to the writer that only sixty-four percent of the dorm parents responded positively. This may have indicated a desire to keep school problems separate from dorm problems.

In view of the support of five groups and the opposition of only one, it seems that a conference is desirable when a student is having a problem in school. However, caution must be exercised to ensure that the dorm parents are making productive use of the information they receive.

Counseling

The Counseling section is composed of nine statements. These statements attempt to assess student attitudes toward counseling as they relate to the dormitory situation. A table listing the responses to each item by each group is provided.

TABLE 6.--The dorm parents take the places of the real parents of the students in their dorms.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	7(47)	3(20)	5(33)
6 & 7 Girls	14(61)	3(13)	6(26)
8 & 9 Boys	11(50)	6(27)	5(23)
8 & 9 Girls	8(31)	13(50)	5(19)
Sr. High Boys	10(48)	7(33)	4(18)
Sr. High Girls	11(32)	20(59)	3(9)
Dorm Parents	7(88)	1(12)	0
Staff	12(71)	5(29)	0

*All percent figures were rounded to the nearest whole number.

There was a mixed response to the statement that dorm parents take the places of the real parents of the students in their dorms. Four groups responded positively. The 6 & 7 Girls and the 8 & 9 Boys were the two student groups with significant positive responses. The Dorm Parents and Staff were the other two positive groups.

Two groups indicating significant negative responses were the 8 & 9 Girls and the Sr. High Girls. Their "NO" responses were fifty percent and fifty-nine percent respectively.

There were also two groups which did not indicate a significant response. They were the 6 & 7 Boys and the Sr. High Boys.

TABLE 7.--When a student is having problems in the dorm,
the dorm parents should talk with the student's
real parents.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	8(53)	1(7)	6(40)
6 & 7 Girls	19(79)	2(8)	3(12)
8 & 9 Boys	7(32)	6(27)	9(41)
8 & 9 Girls	18(69)	3(12)	5(19)
Sr. High Boys	9(47)	3(16)	7(37)
Sr. High Girls	14(40)	13(37)	8(23)
Dorm Parents	6(67)	0	3(33)
Staff	15(88)	0	2(12)

*All percent figures were rounded to the nearest whole number.

There were five groups responding positively to the statement that dorm parents should talk to a student's real parents when he is having problems in the dormitory. The five groups were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Girls, Dorm Parents, and the Staff. The Staff indicated the highest positive response at eighty-eight percent. The 6 & 7 Girls were next highest at seventy-nine percent.

Three groups did not indicate any response often enough to be considered significant. The three groups were the 8 & 9 Boys, Sr. High Boys, and the Sr. High Girls. The responses of these groups were divided among themselves.

TABLE 8.--The dorm parents should meet on a regular basis with parents to discuss the progress and behavior of the students living in their dorms.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	8(53)	1(7)	6(40)
6 & 7 Girls	16(67)	2(8)	6(25)
8 & 9 Boys	5(23)	9(41)	8(36)
8 & 9 Girls	13(50)	8(31)	5(19)
Sr. High Boys	7(33)	6(29)	8(38)
Sr. High Girls	9(26)	19(54)	7(20)
Dorm Parents	4(50)	2(25)	2(25)
Staff	9(53)	5(29)	3(18)

*All percent figures were rounded to the nearest whole number.

Five groups indicated a significant positive response to the proposal that dorm parents meet regularly with the parents of students living in their dorms for the purpose of discussing the progress and behavior of the students. These groups were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Girls, Dorm Parents, and the Staff.

The Sr. High Girls were the only group indicating a significant negative response. Fifty-four percent of these girls indicated a "NO" response.

Two groups, the 8 & 9 Boys and the Sr. High Boys, did not indicate a significant response. Both were divided among themselves with more than one-third of each group indicating a "DON'T KNOW" response.

TABLE 9.--The dorm parents should know the parents and family of the students in their dorms.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(67)	0	5(33)
6 & 7 Girls	20(83)	0	4(17)
8 & 9 Boys	7(32)	7(32)	8(36)
8 & 9 Girls	15(60)	9(36)	1(4)
Sr. High Boys	14(67)	3(14)	4(19)
Sr. High Girls	14(40)	8(23)	13(37)
Dorm Parents	6(67)	0	3(33)
Staff	16(94)	0	1(6)

*All percent figures were rounded to the nearest whole number.

Six groups answered "YES" to the proposal that dorm parents know the parents and family of the students living in their dorms. Ninety-four percent of the Staff indicated a positive response as did eighty-three percent of the 6 & 7 Girls. These were the two highest. Other groups indicating significant responses were the 6 & 7 Boys, 8 & 9 Girls, Sr. High Boys, and Dorm Parents.

There were no significant negative responses. However, two groups, the 8 & 9 Boys and Sr. High Girls, did not indicate any significant responses. These two groups were divided among themselves with more than one-third of each group responding "DON'T KNOW."

TABLE 10.--If a student is having a problem in school, the dorm parent should talk to him about it.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	1(7)	5(33)
6 & 7 Girls	18(75)	3(12)	3(12)
8 & 9 Boys	12(55)	6(27)	4(18)
8 & 9 Girls	11(42)	9(35)	6(23)
Sr. High Boys	16(76)	2(10)	3(14)
Sr. High Girls	18(53)	7(21)	9(26)
Dorm Parents	5(56)	1(11)	3(33)
Staff	11(65)	2(12)	4(24)

*All percent figures were rounded to the nearest whole number.

Seven of the eight groups responded positively to the desirability of dorm parents talking to a student about school related problems. The Sr. High Boys expressed the highest positive response with seventy-six percent responding "YES." They were followed closely by a seventy-five percent response from the 6 & 7 Girls. Other groups responding positively were the 6 & 7 Boys, 8 & 9 Boys, Sr. High Girls, Dorm Parents, and Staff.

The only group failing to indicate a significant response were the 8 & 9 Girls. While forty-two percent of them marked "YES" responses, this was not enough to meet the requirement of significance.

TABLE 11.--When students talk to dorm parents about something personal, they should keep it a secret.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	2(13)	4(27)
6 & 7 Girls	19(79)	0	5(21)
8 & 9 Boys	14(64)	1(5)	7(32)
8 & 9 Girls	22(85)	0	4(15)
Sr. High Boys	21(95)	0	1(5)
Sr. High Girls	33(94)	1(3)	1(3)
Dorm Parents	8(89)	0	1(11)
Staff	15(88)	0	2(12)

*All percent figures were rounded to the nearest whole number.

All eight groups felt that it was important for dorm parents to maintain the confidentiality of discussions with students on matters of a personal nature. In six groups over seventy-five percent responded "YES" to this item.

While all groups favored this proposal, it is interesting to note that there was some uncertainty indicated. All groups had at least one "DON'T KNOW" response. Thirty-two percent of the 8 & 9 Boys, twenty-seven percent of the 6 & 7 Boys, and twenty-one percent of the 6 & 7 Girls indicated uncertainty on this item.

TABLE 12.--Dorm parents are people to talk to if you have some problem.

Groups	YES Number (%)	NO Number (%)	DON'T KNOW Number (%)
6 & 7 Boys	10(67)	2(13)	3(20)
6 & 7 Girls	16(67)	4(17)	4(17)
8 & 9 Boys	15(68)	3(14)	4(18)
8 & 9 Girls	21(81)	4(15)	1(4)
Sr. High Boys	17(85)	1(5)	2(10)
Sr. High Girls	23(66)	2(6)	10(29)
Dorm Parents	8(89)	1(11)	0
Staff	15(88)	1(6)	1(6)

*All percent figures were rounded to the nearest whole number.

All eight groups responded positively to the statement that dorm parents are people to talk to when you have a problem. The greatest positive response came from the Dorm Parents with eighty-nine percent. This was followed closely by the Staff with an eighty-eight percent positive response. Two student groups, the Sr. High Boys and the 8 & 9 Girls, indicated response levels in the eighties. The other four groups, the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Boys, and Sr. High Girls all had positive response percentages in the sixties. There was only token opposition or uncertainty on this item.

TABLE 13.--It is okay for students to go to the dorm parents on their day off if they think they need to.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	8(53)	4(27)	3(20)
6 & 7 Girls	12(50)	5(21)	7(29)
8 & 9 Boys	15(68)	5(23)	2(9)
8 & 9 Girls	11(42)	13(50)	2(8)
Sr. High Boys	14(64)	5(23)	3(14)
Sr. High Girls	24(69)	6(17)	5(14)
Dorm Parents	4(50)	3(38)	1(12)
Staff	5(29)	9(53)	3(18)

*All percent figures were rounded to the nearest whole number.

There were six groups which responded positively to the permissibility of students going to the dorm parents on their day off if they think they need to. The significant positive responses ranged from a high of sixty-nine percent for the Sr. High Girls to the low of fifty percent for both the 6 & 7 Girls and the Dorm Parents.

The two negative responses came from the Staff and 8 & 9 Girls with fifty-three percent and fifty percent negative responses, respectively. All groups indicated either a positive or negative significant response. However, none of the significant responses were greater than seventy percent with five of the eight in the fifties.

TABLE 14.--Dorm parents should help students plan their future work in life.

Groups	YES Number (%)	NO Number (%)	DON'T KNOW Number (%)
6 & 7 Boys	5(33)	5(33)	5(33)
6 & 7 Girls	8(33)	8(33)	8(33)
8 & 9 Boys	6(27)	8(36)	8(36)
8 & 9 Girls	8(31)	12(46)	6(23)
Sr. High Boys	4(19)	5(24)	12(57)
Sr. High Girls	8(23)	17(49)	10(29)
Dorm Parents	5(62)	1(12)	2(25)
Staff	5(29)	5(29)	7(41)

*All percent figures were rounded to the nearest whole number.

Only one group, the Dorm Parents, felt that the dorm parents should help students plan their future work in life. Sixty-two percent of the Dorm Parents responded positively.

The only other significant response was a fifty-seven percent "DON't KNOW" by the Sr. High Boys. This uncertainty seemed to prevail in the other groups as well. None of the remaining six groups indicated a significant response to this item. There was considerable division within each group on this item. This was evidenced by the responses of the 6 & 7 Boys and the 6 & 7 Girls where each of the three possible responses received one-third of those possible in each group.

The nine items in this section provided a number of insights into student and total staff attitudes. The four statements that were considered first in this section were concerned with dorm parent-student rapport and background information about students.

The statement that dorm parents take the place of the real parents for the students living in their dormitories attempted to discover the nature of the relationship between the dormitory parent and students living in the dormitory. While the total staff felt that the dorm parent did take the place of the real parent, this view was not generally shared by the students. Only two student groups indicated a significant positive response. Two other student groups indicated that the dorm parents did not take the place of the real parents while two groups were undecided.

While the statement may have been vague in that it did not state in what way the dorm parent took the place of the natural parent, the responses indicated that there is a relationship existing between parent and child which the dorm parent is not able to duplicate. It seems that the dorm parents occupy a position in the lives of the students which differs from that of the real parent.

Two statements dealt with meetings of the dorm parents with the real parents. One reason for the meeting was to discuss problems the student was having in the dorm. Five groups indicated significant positive responses with no other significant response on this item.

On the other question concerning dorm parent-parent meetings on a regular basis, there were again the same five groups indicating significant positive responses. One group indicated a significant negative response. Generally, the positive responses were not as large a percentage of the total responses for this item as for the preceding one.

While there was support for the two statements previously considered, the support was greater for meetings dealing with a problem situation than for regularly scheduled meetings to consider student progress. Therefore, it seems reasonable to encourage meeting of dorm parents with the real parents when a problem has developed. On the other hand, regularly scheduled meetings to discuss overall student behavior and progress appear to have less support and need more investigation to determine their possible value and acceptance.

Both the students and total staff generally agreed that dorm parents should know the parents and families of the students living in their dorms. Four of the six student groups favored this as did both the Dorm Parents and Staff. Because of this support, it seems that dorm parents should make every effort to come to know the parents and families of their charges. It is understood that there are difficulties in achieving this objective due to non-English speaking parents and non-Navajo speaking dorm parents, great distances from the home to the school making frequent contact difficult, and broken homes where only one parent exercises responsibility over the student.

22

The following four items to be discussed dealt with trust and confidentiality. One considered the need for dorm parents to talk with students about problems the students were having in school. Every group except one responded that the dorm parents should talk with these students. This seemed to be a definite encouragement for dorm parent involvement with students who were experiencing some type of difficulty in school.

The next item investigated confidentiality. A significant number of each group agreed that dorm parents should maintain the confidential nature of personal matters which they may discuss with students. While there may come times when this is impossible, it seems that one should make every effort to respect students and the trusts they share.

A significant number of each group felt that dorm parents were people to talk to when one was experiencing a problem. This indicates a substantial foundation of trust which should be developed between dorm parents and students.

The item which considered the permissibility of students going to see the dorm parents on their day off yielded expected results. Five of the six student groups indicated their approval. While Dorm Parents agreed, it was by a minimal fifty percent response. Only twenty-nine percent of the Staff responded positively to this item.

It must be admitted that this item was vague. It did not attempt to specify at what times these visitations

were permissible and when they were not. Further study of the varying situations when dorm parents do not mind having their day off interrupted by students seems necessary. At any rate, a fifty percent positive response seems to indicate a general willingness to meet student needs even when not on the job.

The final statement in this group considered vocational counseling. Only one group, the Dorm Parents, felt that they should help students plan their future work in life. This seems to indicate that students rely on someone other than dorm parents to provide the help they might need in vocational planning.

This could be a reflection of practice. Since dorm parents have not provided much help in this area in the past, there is no expectation or desire for them to do so. Whatever the reason, dorm parents are generally not expected to provide help to students in vocational counseling.

Custodial

This section contains thirteen items which consider some of the basic physical needs of students and how they may be satisfied in the dormitory setting. Such things as food, personal hygiene, health, transportation, and clothing were considered. Also, certain basic dormitory policies such as checking in and out were considered.

TABLE 15.--If a student needs to go to town during the week, the dorm parent should take him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	13(87)	2(13)	0
6 & 7 Girls	15(62)	3(12)	6(25)
8 & 9 Boys	22(100)	0	0
8 & 9 Girls	20(77)	2(8)	4(15)
Sr. High Boys	17(81)	2(10)	2(10)
Sr. High Girls	23(66)	5(14)	7(20)
Dorm Parents	3(33)	3(33)	3(33)
Staff	0	12(71)	5(29)

*All percent figures were rounded to the nearest whole number.

All student groups responded positively to the statement that dorm parents should take students to town if they need to go during the week. Significant positive responses ranged from 100 percent for the 8 & 9 Boys to sixty-two percent for the 6 & 7 Girls.

Only one group, the Staff, indicated a significant negative response. Seventy-one percent of them marked "NO" with none of the Staff marking "YES."

The Dorm Parents were split evenly three ways. Each response received one-third of the responses. Obviously, there was a division of opinion on this one.

TABLE 16.--If a student needs to go to the doctor, his dorm parent should take him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(67)	3(20)	2(13)
6 & 7 Girls	6(25)	9(38)	9(38)
8 & 9 Boys	9(43)	7(33)	5(24)
8 & 9 Girls	6(23)	13(50)	7(27)
Sr. High Boys	15(68)	3(14)	4(18)
Sr. High Girls	3(9)	18(51)	14(40)
Dorm Parents	1(11)	8(89)	0
Staff	1(6)	12(71)	4(24)

*All percent figures were rounded to the nearest whole number.

Only two groups felt that the dorm parent should take students to a doctor when they needed to go. These were the 6 & 7 Boys and the Sr. High Boys. Their "YES" responses were sixty-seven percent and sixty-eight percent, respectively.

Four groups indicated significant negative responses. The highest negative response came from the Dorm Parents with eighty-nine percent indicating "NO." The others were the Staff, Sr. High Girls, and the 8 & 9 Girls.

Two groups, the 6 & 7 Girls and the 8 & 9 Boys did not indicate a significant response to this item. Their responses were divided.

TABLE 17.--If a student appears to be very sick, the dorm parent should send him to the nurse.

Groups	YES Number (%)	NO Number (%)	DON'T KNOW Number (%)
6 & 7 Boys	12(80)	3(20)	0
6 & 7 Girls	23(96)	0	1(4)
8 & 9 Boys	15(68)	2(9)	5(23)
8 & 9 Girls	24(92)	1(4)	1(4)
Sr. High Boys	22(100)	0	0
Sr. High Girls	30(86)	3(9)	2(6)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

*All percent figures were rounded to the nearest whole number.

A significant number of each group responded positively to the statement that the dorm parent should send a person who appears very sick to the nurse. Responses ranged from a high of 100 percent for the Dorm Parents, Staff, and Sr. High Boys to the low of sixty-eight percent "YES" response by the 8 & 9 Boys.

It was interesting to note that twenty percent of the 6 & 7 Boys responded "NO" and twenty-three percent of the 8 & 9 Boys indicated a "DON'T KNOW" response. None of the other groups indicated more than nine percent "NO" or six percent "DON'T KNOW."

TABLE 18.--It is the responsibility of the dorm parents to make certain that students bathe regularly.

Groups	YES Number(%)	NO Number(%)	DON'Y KNOW Number(%)
6 & 7 Boys	8(53)	3(20)	4(27)
6 & 7 Girls	18(75)	3(12)	3(12)
8 & 9 Boys	4(18)	11(50)	7(32)
8 & 9 Girls	5(9)	14(54)	7(27)
Sr. High Boys	2(9)	13(59)	7(32)
Sr. High Girls	5(14)	25(71)	5(14)
Dorm Parents	8(89)	1(11)	0
Staff	13(76)	0	4(24)

*All percent figures were rounded to the nearest whole number.

Significant numbers of four groups agreed that it was the responsibility of the dorm parents to make certain that students bathe regularly. The two youngest groups, the 6 & 7 Boys and the 6 & 7 Girls, indicated significant "YES" responses on this item as did both the Dorm Parents and the Staff.

On the other hand, four groups indicated significant negative responses. These groups were the Sr. High Girls, Sr. High Boys, 8 & 9 Boys, and the 8 & 9 Girls. The Sr. High Girls indicated the highest negative response at seventy percent. The Sr. High Boys, 8 & 9 Boys, and the 8 & 9 Girls indicated negative percentages in the fifties.

TABLE 19.--All meals should be served in the dormitory.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	5(33)	8(53)	2(13)
6 & 7 Girls	1(4)	18(75)	5(21)
8 & 9 Boys	6(27)	10(45)	6(27)
8 & 9 Girls	3(12)	20(77)	3(12)
Sr. High Boys	7(32)	12(55)	3(14)
Sr. High Girls	7(20)	24(69)	4(11)
Dorm Parents	0	9(100)	0
Staff	0	16(94)	1(6)

*All percent figures were rounded to the nearest whole number.

Seven of the eight groups indicated significant negative responses to the possibility of serving all meals in the dormitory. The Dorm Parents were totally against the proposition with a 100 percent negative response. The next highest was a ninety-four percent negative response from the Staff. Other groups indicating significant negative responses were the Sr. High Girls, Sr. High Boys, 8 & 9 Girls, 6 & 7 Girls, and the 6 & 7 Boys.

The only group not indicating a significant response was the 8 & 9 Boys. While forty-five percent of this group indicated a "NO" response, this did not meet the test of significance.

TABLE 20.--It is the dorm parents' responsibility to see that students attend meals.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	8(53)	5(33)	2(13)
6 & 7 Girls	13(54)	5(21)	6(25)
8 & 9 Boys	5(24)	11(52)	5(24)
8 & 9 Girls	10(40)	13(52)	2(8)
Sr. High Boys	4(20)	13(65)	3(15)
Sr. High Girls	8(23)	20(57)	7(20)
Dorm Parents	7(78)	0	2(22)
Staff	13(76)	2(12)	2(12)

*All percent figures were rounded to the nearest whole number.

The two youngest groups, the 6 & 7 Boys and the 6 & 7 Girls, showed significant positive responses to the concern that dorm parents had the responsibility of making certain that students attend meals. Two other groups, the Dorm Parents and the Staff also showed significant positive responses to this item.

The remaining four student groups indicated significant negative responses. The greatest "NO" response came from the Sr. High Boys at sixty-five percent. The 8 & 9 Boys, 8 & 9 Girls, and the Sr. High Girls registered response percentages in the fifties.

TABLE 21.--Snacks should be provided in the dormitory every night.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(67)	2(13)	3(20)
6 & 7 Girls	7(29)	11(46)	6(25)
8 & 9 Boys	17(77)	0	5(23)
8 & 9 Girls	16(62)	7(27)	3(14)
Sr. High Boys	15(68)	3(14)	4(18)
Sr. High Girls	26(74)	3(9)	6(17)
Dorm Parents	3(33)	4(44)	2(22)
Staff	4(24)	10(59)	3(18)

*All percent figures were rounded to the nearest whole number.

All student groups, except the 6 & 7 Girls, felt that there should be snacks in the dormitory every night. The highest two positive responses were indicated by the 8 & 9 Boys at seventy-seven percent and the Sr. High Girls at seventy-four percent. The other three percentages were in the sixties.

The only significant negative responses came from the Staff. Fifty-nine percent responded "NO."

The responses of two of the groups were too divided to yield significant results. These were the Dorm Parents and the 6 & 7 Girls.

TABLE 22.--The dorm parent should be willing to wash the clothes of the students living in their dormitory.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(67)	2(13)	3(20)
6 & 7 Girls	18(75)	2(8)	4(16)
8 & 9 Boys	15(68)	1(5)	6(27)
8 & 9 Girls	15(58)	9(35)	2(8)
Sr. High Boys	8(40)	7(35)	5(25)
Sr. High Girls	3(9)	27(77)	5(14)
Dorm Parents	3(33)	5(56)	1(11)
Staff	0	10(59)	7(41)

*All percent figures were rounded to the nearest whole number.

Four groups indicated that the dorm parents should be willing to wash the clothes of the students living in their dormitories. These groups were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Boys, and the 8 & 9 Girls.

Three groups indicated significant negative responses to this item. The highest negative response came from the Sr. High Girls at seventy-seven percent. Both the Dorm Parents and the Staff indicated significant negative responses.

The only group that did not indicate a significant response to this item was the Sr. High Boys. This group showed considerable division in its responses.

TABLE 23.--The dorm parent should make certain students are properly dressed before they go to school.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	3(20)	5(33)	7(47)
6 & 7 Girls	15(62)	3(12)	6(25)
8 & 9 Boys	4(19)	14(67)	3(14)
8 & 9 Girls	10(38)	12(46)	4(15)
Sr. High Boys	3(14)	14(67)	4(19)
Sr. High Girls	5(14)	25(71)	5(14)
Dorm Parents	7(88)	0	1(12)
Staff	14(82)	2(12)	1(6)

*All percent figures were rounded to the nearest whole number.

There was considerable disagreement among the groups concerning the statement that it was the responsibility of the dorm parent to make certain that students are properly dressed before they go to school. The Dorm Parents indicated the highest positive response at eighty-eight percent and were followed by the staff at eighty-two percent. Only one student group, the 6 & 7 Girls, favored this item by indicating a sixty-two percent positive response.

Three student groups indicated significant negative responses. They were the 8 & 9 Boys, Sr. High Boys, and the Sr. High Girls.

The 6 & 7 Boys and the 8 & 9 Girls indicated uncertainty on this item. Neither group indicated a significant response.

TABLE 24.--Students should pay for any damages which they do although it may have been an accident.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	6(40)	4(27)	5(33)
6 & 7 Girls	11(46)	2(8)	11(46)
8 & 9 Boys	11(50)	6(27)	5(23)
8 & 9 Girls	10(38)	10(38)	6(23)
Sr. High Boys	11(50)	7(32)	4(18)
Sr. High Girls	9(26)	7(21)	18(53)
Dorm Parents	6(67)	3(33)	0
Staff	9(53)	5(29)	3(18)

*All percent figures were rounded to the nearest whole number.

There was some uncertainty concerning the need for students to pay for the damages they do even though it may have been done accidentally. Four groups indicated positive responses. The highest percent "YES" responses came from the Dorm Parents at sixty-seven percent. They were followed by the Staff who indicated a fifty-three percent positive response. The 8 & 9 Boys and the Sr. High Boys both had "YES" responses of fifty percent.

The only significant response in the "DON'T KNOW" category came from the Sr. High Girls at fifty-three percent. The remaining three groups, the 6 & 7 Boys, 6 & 7 Girls, and the 8 & 9 Girls, did not provide a significant response.

TABLE 25.--If a student damages the dorm on purpose, he should pay for the damages.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	12(80)	0	3(20)
6 & 7 Girls	16(73)	1(5)	5(23)
8 & 9 Boys	18(82)	2(9)	2(9)
8 & 9 Girls	23(92)	1(4)	1(4)
Sr. High Boys	19(86)	1(5)	2(9)
Sr. High Girls	26(74)	1(3)	8(23)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

*All percent figures were rounded to the nearest whole number.

All groups felt that students should pay for dormitory damages which they had done intentionally. Both the Dorm Parents and the Staff agreed 100 percent that this should be the policy.

The greatest support from the student sector came from the 8 & 9 Girls who indicated a ninety-two percent "YES" response. Responses of the 6 & 7 Boys, 8 & 9 Boys, and the Sr. High Boys were in the eighties. The two remaining groups, the 6 & 7 Girls and the Sr. High Girls, responded positively with seventy-three percent and seventy-four percent, respectively.

TABLE 26.--Students should check out whenever they leave the dorm.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	12(80)	1(7)	2(13)
6 & 7 Girls	21(91)	1(4)	1(4)
8 & 9 Boys	18(86)	1(5)	2(10)
8 & 9 Girls	20(77)	4(15)	2(8)
Sr. High Boys	19(86)	2(9)	1(5)
Sr. High Girls	31(89)	1(3)	3(9)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

*All percent figures were rounded to the nearest whole numbers.

The statement that students should check out whenever they leave the dorms received a significant positive response from all eight groups. The highest positive response came from the Dorm Parents with 100 percent endorsing the statement. The Staff followed closely with a ninety-four percent "YES" response.

The greatest support from the student groups came from the 6 & 7 Girls who indicated an eighty-three percent positive response. The lowest percentage "YES" response was a fifty-seven indicated by the Sr. High Girls. Others were in the sixties and seventies.

TABLE 27.--Students should check in with dorm parents when they return to the dorms.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	11(73)	2(13)	2(13)
6 & 7 Girls	20(83)	2(8)	2(8)
8 & 9 Boys	14(67)	5(24)	2(10)
8 & 9 Girls	19(73)	5(19)	2(8)
Sr. High Boys	16(73)	3(14)	3(14)
Sr. High Girls	20(57)	11(31)	4(11)
Dorm Parents	9(100)	0	0
Staff	16(94)	1(6)	0

*All percent figures were rounded to the nearest whole number.

All groups were in agreement that students should check in whenever they returned to the dormitory. Both Dorm Parents and Staff indicated a 100 percent "YES" response to this item. All other positive responses were in the eighties, except two. These were a ninety-one percent positive response for the 6 & 7 Girls and seventy-seven percent for the 8 & 9 Girls. There was no indication of significant negative responses or of uncertainty on this item.

The first two statements in this section dealt with the transportation of students by the dorm parents. All student groups favored the proposal that dorm parents take students to town during the week, if there was a need.

The total staff, however, did not significantly favor this item. They may have felt that this was too much inconvenience to the dormitory personnel. Also, the fact that some of the dorm parents did not have transportation available to them may have been a consideration. Finally, there may have been a feeling that the weekly trip to town which the school provided was often enough.

The second statement considered the transportation of students who needed to visit the doctor. Only two groups supported the proposal for dorm parents to perform this function.

There were probably several reasons for these results. One was the realization that someone in authority must be in the dormitory at all times when students are present, thus, making the absence of the dorm parent impossible. Another reason mentioned earlier was the fact that not all dorm parents had transportation available to them. Finally, and probably most important, was the fact that the school nurse generally has performed this service of transporting students for medical related appointments.

There appears to be little interest in having the dorm parents transport students for medical appointments. However, in light of student interest, it may be advisable

to investigate the need for providing transportation to town in addition to the weekly scheduled town-trip.

The third statement in this section considered the responsibility of the dorm parent in sending to the nurse any student who appears to be very sick. As one would have expected, all groups indicated significant "YES" responses. Therefore, the acceptance of this practice seems to be well established.

The next statement pondered the responsibility of seeing to it that students bathe regularly. In addition to the Dorm Parents and the Staff, the 6 & 7 Boys and the 6 & 7 Girls indicated significant positive responses to the need for dorm parents to accept this responsibility. Older students, however, were opposed to the dorm parents performing this duty.

It is interesting to note that generally the problem of getting students to bathe regularly is greatest with the youngest students. In most cases, the problem is less with older students.

On the basis of the responses, it seems advisable for the dorm parents of the sixth and seventh grade students to monitor the bathing habits of their charges. Other dorm parents should allow increasing student responsibility for seeing to this matter as the student grows older.

The proposal that all meals be served in the dormitory was rejected. It did not receive any significant positive responses from any group. The inadequacy of facilities in

the dormitories to cook for large numbers of people may have been one reason for the response. Also, the greater social interaction possible at the dining hall may have been a consideration. At any rate, there was no significant support for the proposal to serve all meals in the dormitories.

The statement that dorm parents should make certain that students attend meals received support from the total staff and the students in grades six and seven. Older students, however, did not feel that the dorm parents should do this. There was no way to determine whose responsibility they felt it was.

Perhaps they felt a student group should ensure student attendance at meals. Or, they may have felt that the only person who should be concerned about a student's attendance at meals is that student, himself. Based on the results of this item, it seems that further investigation is warranted to determine attitudes toward both attendance at meals and who should monitor that attendance.

On the next proposal, whether snacks should be provided in the dormitory every night, all student groups but one indicated that they should. The Staff indicated a significant "NO" response while the Dorm Parents did not indicate a significant response.

In view of the student support, it seems that every effort should be made to provide snacks every evening. While it is understood that availability of foodstuffs and workers to prepare them are both important considerations, the provision of the snacks could make the dormitory setting

more enjoyable for the boys and girls.

The statement that dorm parents should be willing to wash the clothes of the students in their dorms received significant support from four student groups. However, there were significant "NO" responses from the total staff and the Sr. High Girls.

Perhaps a review of past practice will put this item in perspective. In the past, the 6 & 7 Girls dorm parent washed the clothes of the girls in her dormitory. This practice may have accounted for the high percentage of "YES" responses from the 6 & 7 Girls. The clothes of the other girls were washed by the girls themselves in washers located in their dormitories.

The clothing of the boys was washed in a laundry operated by the school. However, some dorm parents washed certain special clothing in their own washers which the students did not want washed in the school laundry. Therefore, the statement may have been confusing in that it did not state all clothing. Some boys may have been thinking of occasional washings of certain items of clothing.

In view of the possible misunderstanding of the statement, it seems that more research is necessary to determine the implications of the positive responses of the student groups. A detailed investigation of laundry practices may yield worthwhile information which could indicate the desirability of any changes.

Only one student group indicated that the dorm parents should make certain that students are properly dressed before they go to school. Both the Dorm Parents and the Staff felt that this was the responsibility of the dorm parents.

On the other hand, three student groups indicated significant "NO" responses to this item. This may have indicated a desire by students to be responsible for their own dress. Also, it may have indicated negative feelings about dorm parents interfering in this very personal aspect of their lives.

In view of the significant numbers of negative responses and apparent uncertainty, it seems advisable that an alternative to dorm parent responsibility in this area should be considered. Perhaps some involvement of student groups would be beneficial.

The next two statements considered dealt with payment for damages done to the dormitories. One stated that a student should pay for damages even though it may have been done accidentally. This statement attempted to determine attitudes toward a policy of requiring that all damages, regardless of the circumstances, be paid for by the students causing them. Only two student groups showed a significant favorable response to this item.

However, the other proposal which stated that any intentional damages should be paid for by students received the support of all eight groups. In this proposal only intentional acts were included. By doing this, the consideration

of accidental damages was eliminated.

It seems clear that there is substantial support for a policy requiring that students make restitution for any intentional damage of dormitory property. However, a policy which does not take into consideration the circumstances of the situation seems to lack support among student groups.

The final two items in this section dealt with students checking out when leaving and in when returning to the dormitory. Significant numbers of all groups felt that students should check out when leaving the dormitory. However, on the issue of checking in when returning to a dormitory, only two student groups indicated significant positive responses. This may be explained by the fact that the second statement required that the student check in with the dorm parent personally. Since many dormitories practiced a policy of signing in and out, this may indicate a preference for written rather than verbal communication.

The responses seem to indicate support for the concept of students checking in and out of the dormitories. However, the demand that this be achieved by a personal contact between student and dorm parent was not supported.

Social

This section includes five statements from the questionnaire. These statements consider interpersonal interaction among students as well as relationships between students and the total staff.

TABLE 28.--Students should be able to go into the dorm parents' apartment to visit whenever they want to.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	5(33)	1(7)
6 & 7 Girls	13(54)	9(38)	2(8)
8 & 9 Boys	12(55)	9(41)	1(5)
8 & 9 Girls	12(46)	9(35)	5(19)
Sr. High Boys	18(82)	3(14)	1(5)
Sr. High Girls	15(43)	10(29)	10(29)
Dorm Parents	3(38)	4(50)	1(12)
Staff	0	16(94)	1(6)

*All percent figures were rounded to the nearest whole number.

Four student groups indicated significant positive responses to the item which considered students visiting the dorm parents in their apartments. The four student groups felt that students should be able to visit whenever they wanted to do so.

Both the Dorm Parents and the Staff indicated significant numbers of "NO" responses. The negative Staff response was ninety-four percent while that for the Dorm Parents was fifty percent.

Two groups, the 8 & 9 Girls and the Sr. High Girls, did not indicate a significant response. These two groups exhibited considerable division among themselves in their responses.

TABLE 29.--The dorm parent should plan activities such as picnics or movies for their students.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	13(87)	1(7)	1(7)
6 & 7 Girls	17(71)	4(17)	3(12)
8 & 9 Boys	14(67)	3(14)	4(19)
8 & 9 Girls	19(73)	5(19)	2(8)
Sr. High Boys	14(64)	4(18)	4(18)
Sr. High Girls	24(69)	8(23)	3(9)
Dorm Parents	2(25)	4(50)	2(25)
Staff	9(53)	5(29)	3(18)

*All percent figures were rounded to the nearest whole number.

All student groups, as well as the Staff, indicated significant positive responses to the proposal that dorm parents plan activities for their students such as picnics or movies. The significant positive responses ranged from a high of eighty-seven percent for the 6 & 7 Boys to a low of fifty-three percent for the Staff. The other groups showed percentages in the sixties and seventies.

The only significant negative response to this item came from the Dorm Parents. Fifty percent of those responding marked "NO."

TABLE 30.--Parties in the dormitory should be planned by the dorm parents.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	8(53)	4(27)	3(20)
6 & 7 Girls	10(42)	9(38)	5(23)
8 & 9 Boys	5(23)	13(59)	4(18)
8 & 9 Girls	5(19)	19(73)	2(8)
Sr. High Boys	3(14)	15(68)	4(18)
Sr. High Girls	8(23)	23(66)	4(11)
Dorm Parents	2(22)	7(78)	0
Staff	4(24)	5(29)	8(47)

*All percent figures were rounded to the nearest whole number.

Only one group, the 6 & 7 Boys, felt that dorm parents should plan the parties in the dormitory. Fifty-three percent of them indicated a positive response.

On the other hand, there were five groups that indicated significant negative responses. They were the 8 & 9 Boys, 8 & 9 Girls, Sr. High Boys, Sr. High Girls, and the Dorm Parents. The Dorm Parents indicated the greatest negative response at seventy-eight percent.

Two groups did not indicate any response often enough to be considered significant. They were the 6 & 7 Girls and the Staff.

TABLE.--When a girls' dorm has a party, boys should be allowed to attend.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	2(13)	8(53)	5(33)
6 & 7 Girls	2(8)	11(46)	11(46)
8 & 9 Boys	9(41)	2(9)	11(50)
8 & 9 Girls	10(38)	7(27)	9(35)
Sr. High Boys	8(38)	4(19)	9(43)
Sr. High Girls	15(43)	5(14)	15(43)
Dorm Parents	2(25)	2(25)	4(50)
Staff	11(65)	3(18)	3(18)

*All percent figures were rounded to the nearest whole number.

Only one group, the Staff, felt that boys should be allowed to attend dorm parties at a girls' dorm. Sixty-five percent responded "YES."

Again, only one group felt that boys should not be allowed to attend parties at a girls dorm. This group was the 6 & 7 Boys who indicated a fifty-three percent "NO" response.

Two groups, the 8 & 9 Boys and the Dorm Parents, indicated significant "DON'T KNOW" responses at fifty percent for each group. This left four groups indicating no significant responses. Obviously, there was considerable uncertainty on this item.

TABLE 32.--When a boys'dorm has a party, girls should be allowed to attend.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	1(7)	9(60)	5(33)
6 & 7 Girls	2(8)	10(42)	12(50)
8 & 9 Boys	6(27)	7(32)	9(41)
8 & 9 Girls	7(27)	8(31)	11(42)
Sr. High Boys	12(57)	3(14)	6(29)
Sr. High Girls	10(29)	7(20)	18(51)
Dorm Parents	3(33)	3(33)	3(33)
Staff	12(71)	2(12)	3(18)

*All percent figures were rounded to the nearest whole number.

Five groups indicated significant responses to the proposal that girls be allowed to attend parties held at the boys' dormitories. Two groups, the Sr. High Boys and the Staff, indicated significant positive responses at fifty-seven percent and seventy-one percent, respectively.

Only one group, the 6 & 7 Boys, were definitely opposed to the proposal. Sixty percent marked the "NO" response.

Two groups, the Sr. High Girls and the 6 & 7 Girls, indicated significant "DON'T KNOW" responses. The remaining three groups were divided on this issue.

The five statements considered in this section dealt with the social aspects of dormitory life. The first item in this part considered student visitation in the apartment with the dorm parents at times chosen by the students. While four of the six student groups indicated significant positive responses to this item, both the Dorm Parents and the Staff were opposed to this proposal. The latter groups may have felt that the apartment was a private area where the dorm parents chose their visitors and the times of their visits.

The results did indicate a division of feelings on the matter. Perhaps there is need for greater clarification of the times and circumstances under which students are welcome to visit the dorm parents in their apartments.

The next two items dealt with the planning of dorm activities. The first one considered planning special activities for the dormitory such as picnics and movies. All groups, except the Dorm Parents, indicated significant positive responses to this item.

The second of these two was a proposal that parties in the dormitory be planned by the dorm parents. Only one group significantly favored this idea. Five groups, including the Dorm Parents were opposed.

It may have been that students felt that they were the ones who should plan the parties. Also, Dorm Parents may have felt that the planning should be done jointly by them and the students.

The responses definitely indicate that dorm parents should consider the planning of certain special activities as a part of their responsibilities. These activities usually require administrative approval, thus, making dorm parent involvement necessary. Dorm parties, on the other hand, were not perceived to be the sole responsibility of the dorm parent. Student involvement may be desired.

The final two statements in this section concern the attendance of members of the opposite sex at dormitory parties. There was considerable uncertainty indicated on these two items. Only the Staff felt that boys should be allowed to attend a party at a girls dorm. The Sr. High Boys and the Staff felt it was acceptable for girls to attend parties in the boys' dormitories.

The 6 & 7 Boys were consistent in their responses. They did not believe that they should attend parties at the girls dormitories nor did they think that the girls should be allowed to attend parties in the boys' dormitories.

On both of these items there was considerable uncertainty. This indicates a need for more investigation of the times and places where boy-girl social interactions are desirable.

Spiritual

In the spiritual area, three statements are considered. This area was concerned with fostering a personal religious faith among the students. The statements which follow examine ways in which this might be accomplished.

TABLE 33.--The dorm parent should lead prayer times on a regular basis in the dorm.

Groups	YES Number (%)	NO Number (%)	DON'T KNOW Number (%)
6 & 7 Boys	2(13)	3(20)	10(67)
6 & 7 Girls	11(46)	4(17)	9(37)
8 & 9 Boys	4(18)	10(45)	8(36)
8 & 9 Girls	10(38)	10(38)	6(23)
Sr. High Boys	3(14)	12(55)	7(32)
Sr. High Girls	1(3)	28(80)	6(17)
Dorm Parents	3(33)	5(56)	1(11)
Staff	4(24)	8(47)	5(29)

*All percent figures were rounded to the nearest whole number.

There were no significant positive responses to the statement concerning regular prayer times led by the dorm parent in the dormitory. No student group or total staff group indicated significant approval of this item.

However, there were some significant negative responses. The Sr. High Boys, Sr. High Girls, and the Dorm Parents responded negatively to this item. The only other significant response was a sixty-seven percent "DON'T KNOW" by the 6 & 7 Boys.

Four groups, the 6 & 7 Girls, 8 & 9 Boys, 8 & 9 Girls, and the Staff did not indicate a significant response. They were divided in their responses.

TABLE 34.--Dorm parents should lead a blessing before meals served in the dormitory.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	6(40)	1(7)	8(53)
6 & 7 Girls	17(71)	6(25)	1(4)
8 & 9 Boys	9(41)	6(27)	7(32)
8 & 9 Girls	14(54)	6(23)	6(23)
Sr. High Boys	8(36)	5(23)	5(41)
Sr. High Girls	5(14)	21(60)	9(26)
Dorm Parents	4(44)	1(11)	4(44)
Staff	9(53)	3(18)	5(29)

*All percent figures were rounded to the nearest whole number.

Three groups indicated that they felt the dorm parents should lead a blessing before meals served in the dormitory. These groups were the 6 & 7 Girls, 8 & 9 Girls, and the Staff. The highest significant positive response was from the 6 & 7 Girls at seventy-one percent with the other two in the fifties.

Responding negatively were the Sr. High Girls. Sixty percent of them responded "NO."

Fifty-three percent of the 6 & 7 Boys, responded "DON'T KNOW." The remaining three groups, the 8 & 9 Boys, Sr. High Boys, and the Dorm Parents had divided responses with none of them reaching significant levels.

TABLE 35.--The dorm parents should teach Sunday School to the students in their dorm.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	5(33)	8(53)	2(13)
6 & 7 Girls	2(8)	15(62)	7(29)
8 & 9 Boys	11(52)	8(32)	2(10)
8 & 9 Girls	12(46)	10(38)	4(15)
Sr. High Boys	14(64)	3(14)	5(23)
Sr. High Girls	5(14)	24(69)	6(17)
Dorm Parents	1(11)	6(67)	2(22)
Staff	0	13(76)	4(24)

*All percent figures were rounded to the nearest whole number.

Two student groups indicated significant positive responses to the proposal that dorm parents teach Sunday School to the students in their dorm. These groups were the 8 & 9 Boys and the Sr. High Boys.

Five groups registered significant negative responses. They were the 6 & 7 Boys, 6 & 7 Girls, Sr. High Girls, Dorm Parents, and the Staff. The greatest negative response came from the Staff at seventy-six percent.

Only one group failed to indicate a significant response. That was the 8 & 9 Girls.

This section consisted of only three items. Each one considered dorm parent involvement in certain religious activities in the dormitory.

The first was a proposal that the dorm parent should lead regularly scheduled prayer times in the dorm. No group indicated significant approval of this item. Three groups indicated significant negative responses while four groups did not indicate any significant response.

Analyzing the results of this statement was difficult. While there was a definite feeling against regular, dorm parent led prayer times, it does not necessarily follow that students were opposed to regular prayer times. They may have preferred that a student lead the prayer times or that they have no leader. The statement did not deal with these possibilities.

Therefore, the only statement that can be made is that significant support was not indicated for regularly scheduled prayer times led by dorm parents in the dorms. The questions of whether regular prayer times were desirable, and, if so, who should lead them provides additional items for investigation.

The second item in this section proposed that dorm parents should lead a blessing before meals which were served in the dormitory. The practice had been that the Saturday and Sunday evening meals were prepared either by the dorm parents or the students and were served in the dormitory. Regular meals served in the dining hall were preceded by a blessing. This item was concerned with investigating

support for this practice in the dormitories.

Three groups, including the Staff, favored this proposal. Only one group, the Sr. High Girls, indicated significant opposition. Considerable uncertainty and division was evident, however, with three groups indicating no significant response and one group indicating a significant "DON'T KNOW" response.

Again, due to the wording of the statement, there was no indication whether there was opposition to the practice, itself, or a feeling that students, rather than dorm parents, should lead the blessing.

In view of the division of responses on this item, it is difficult to form any conclusion. It appears that additional investigation is necessary to determine whether the blessing is favored and, if so, who should lead it.

The final statement considered the possibility of dorm parents teaching Sunday School to the students in their dorms. Two student groups favored this while five other groups, including the Dorm Parents, indicated significant negative responses. The remaining group did not indicate a significant response.

The results indicate a lack of agreement on the proposal. Therefore, it seems that the dorm parents will need to consider their own situation in deciding whether or not to teach Sunday School to the students in their dorms.

Supervisory

This section includes fifteen statements which consider the role of the dorm parent in seeing that students fulfill their responsibilities. Also, enforcement of rules is considered.

TABLE 36.--If a student doesn't do his work in the dorm,
the dorm parent should make him do it.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(68)	2(13)	3(20)
6 & 7 Girls	22(92)	1(4)	1(4)
8 & 9 Boys	15(68)	4(18)	3(14)
8 & 9 Girls	17(65)	4(15)	5(19)
Sr. High Boys	18(82)	1(4)	3(14)
Sr. High Girls	18(51)	13(37)	4(11)
Dorm Parents	8(100)	0	0
Staff	15(88)	2(12)	0

*All percent figures were rounded to the nearest whole number.

All eight groups indicated significant positive responses to the statement that dorm parents should insist that students do their work assignments in the dorms. The Dorm Parents indicated a 100 percent "YES" response to this item. The 6 & 7 Girls were next highest at ninety-two percent. Two groups indicated positive response percentages in the eighties, three in the sixties, and one in the fifties.

Opposition to the proposal was scattered. The greatest negative response came from the Sr. High Girls with thirty-seven percent indicating a "NO" response. This was not enough to be significant.

TABLE 37.--Dorm parents should not force students to do their work if the student doesn't want to do it.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	6(40)	7(47)	2(13)
6 & 7 Girls	5(21)	11(46)	8(33)
8 & 9 Boys	5(23)	8(36)	9(41)
8 & 9 Girls	12(46)	8(31)	6(23)
Sr. High Boys	7(32)	10(45)	5(23)
Sr. High Girls	12(34)	13(37)	10(28)
Dorm Parents	5(55)	4(44)	0
Staff	5(31)	8(50)	3(19)

*All percent figures were rounded to the nearest whole number.

Only the Dorm Parents indicated a significant positive response to the statement that dorm parents should not force students to do dormitory work if the student does not want to do it. Fifty-five percent of the Dorm Parents marked the "YES" response.

Only one group indicated a significant negative response. That was the Staff at an even fifty percent.

None of the student groups indicated significant responses to this item. They were all divided in their responses with none reaching the fifty percent level.

TABLE 38.--The dorm parent should report any violation of school rules to the Superintendent.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	5(33)	5(33)	5(33)
6 & 7 Girls	10(42)	4(17)	10(42)
8 & 9 Boys	4(18)	14(64)	4(18)
8 & 9 Girls	8(31)	9(35)	9(35)
Sr. High Boys	6(27)	10(45)	6(27)
Sr. High Girls	8(23)	23(66)	4(11)
Dorm Parents	7(78)	1(11)	1(11)
Staff	5(29)	6(35)	6(35)

*All percent figures were rounded to the nearest whole number.

Only one group, the Dorm Parents, responded positively to the proposal that the dorm parent report any violation of school rules to the Superintendent. Seventy-seven percent of the Dorm Parents marked a "YES" response to this item.

There were two groups which indicated significant negative responses. They were the 8 & 9 Boys and the Sr. High Girls with sixty-four percent and sixty-six percent "NO" responses, respectively.

Five groups did not show significant responses to this item. They were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Girls, Sr. High Boys, and the Staff.

TABLE 39.--If a student breaks the rules of the dorm, it is the dorm parent's job to punish him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	11(73)	1(7)	3(20)
6 & 7 Girls	21(88)	1(4)	2(8)
8 & 9 Boys	16(73)	5(23)	1(4)
8 & 9 Girls	14(54)	3(12)	9(35)
Sr. High Boys	12(55)	8(36)	2(9)
Sr. High Girls	22(63)	6(17)	7(20)
Dorm Parents	8(89)	1(11)	0
Staff	12(71)	2(12)	3(18)

*All percent figures were rounded to the nearest whole number.

All groups indicated significant positive responses to the statement that the dorm parent should punish a student who breaks the rules of the dorm. The two highest positive responses were indicated by the Dorm Parents and the 6 & 7 Girls at eighty-nine percent and eighty-eight percent, respectively. Three groups had positive response percentages in the seventies, one group in the sixties, and two groups in the fifties.

The highest negative response came from the Sr. High Boys with a thirty-six percent "NO" response. This, however, was not great enough to meet the requirements of significance.

TABLE 40.--If a student breaks the rules of the dorm, the Superintendent should punish him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	4(27)	7(47)	4(27)
6 & 7 Girls	6(25)	6(25)	12(50)
8 & 9 Boys	1(5)	18(82)	3(14)
8 & 9 Girls	4(15)	19(73)	3(12)
Sr. High Boys	2(9)	17(77)	3(14)
Sr. High Girls	4(11)	26(74)	5(14)
Dorm Parents	4(50)	3(38)	1(12)
Staff	0	13(76)	4(24)

*All percent figures were rounded to the nearest whole number.

There were a number of significant responses to the proposal that the Superintendent should punish students who violate dorm rules. The only group with a significant "YES" response was the Dorm Parents with fifty percent approving.

On the other hand, five groups indicated significant negative responses. The greatest "NO" response came from the 8 & 9 Boys with eighty-two percent disapproving. The 8 & 9 Girls, Sr. High Boys, Sr. High Girls, and the Staff all had negative response percentages in the seventies.

One group, the 6 & 7 Girls, indicated a significant "DON'T KNOW" response. Fifty percent of these girls were not certain on this item.

TABLE 41.--If a student misbehaves, it is better to scold or correct him when he is alone.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	6(40)	1(7)	8(53)
6 & 7 Girls	20(83)	4(16)	0
8 & 9 Boys	12(55)	4(18)	6(27)
8 & 9 Girls	15(58)	4(15)	7(27)
Sr. High Boys	18(86)	3(14)	0
Sr. High Girls	23(66)	6(17)	6(17)
Dorm Parents	9(100)	0	0
Staff	12(71)	2(12)	3(18)

*All percent figures were rounded to the nearest whole number.

Seven of the eight groups marked significant numbers of positive responses to the statement that it is better to scold or correct in private a student who has misbehaved. The Dorm Parents led in the positive responses with 100 percent indicating "YES." Two groups had positive response percentages in the eighties, one in the seventies, one in the sixties, and two in the fifties.

One group indicated a significant "DON'T KNOW" response. This was the 6 & 7 Boys group which indicated fifty-three percent were uncertain on this item.

TABLE 42.--If a student misbehaves in school, the dorm parent should punish him.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	4(29)	7(50)	3(21)
6 & 7 Girls	10(42)	9(38)	5(21)
8 & 9 Boys	5(23)	14(64)	3(14)
8 & 9 Girls	2(8)	15(58)	9(35)
Sr. High Boys	4(19)	12(57)	5(24)
Sr. High Girls	6(17)	24(69)	5(14)
Dorm Parents	0	7(100)	0
Staff	0	13(76)	4(24)

*All percent figures were rounded to the nearest whole number.

No groups indicated significant positive responses to the statement that if a student misbehaves in school, the dorm parent should punish him. The highest positive response came from the 6 & 7 Girls but was only forty-two percent.

Seven groups indicated a significant negative response to this proposal. The Dorm Parents showed the highest negative response by indicating 100 percent "YES." The Staff indicated a negative response percentage of seventy-six. Two groups showed positive response percentages in the sixties and three in the fifties. The 6 & 7 Girls failed to indicate a significant response.

TABLE 43.--Dorm parents should knock on a student's door before entering the room.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	13(87)	1(7)	1(7)
6 & 7 Girls	21(88)	1(4)	2(8)
8 & 9 Boys	18(86)	3(14)	0
8 & 9 Girls	25(96)	1(5)	0
Sr. High Boys	19(90)	0	2(10)
Sr. High Girls	35(100)	0	2(10)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

*All percent figures were rounded to the nearest whole number.

All groups indicated a significant number of "YES" responses to the proposal that dorm parents knock on a student's door before entering his room. Three groups, the Sr. High Girls, Dorm Parents, and the Staff indicated 100 percent positive responses. Ninety-six percent of the 8 & 9 Girls responded positively, as did ninety percent of the Sr. High Boys.

The remaining groups showed positive response percentages in the eighties. They were the 6 & 7 Girls with eighty-eight percent responding "YES," the 6 & 7 Boys with eighty-seven percent, and the 8 & 9 Boys with eighty-six percent.

TABLE 44.--Dorm parents should inspect students' rooms to see that they are clean.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(71)	3(21)	1(7)
6 & 7 Girls	20(83)	4(17)	0
8 & 9 Boys	14(64)	6(27)	2(9)
8 & 9 Girls	11(42)	11(42)	4(15)
Sr. High Boys	15(71)	5(24)	1(5)
Sr. High Girls	10(29)	19(54)	6(17)
Dorm Parents	9(100)	0	0
Staff	17(100)	0	0

*All percent figures were rounded to the nearest whole number.

Six of the eight groups felt that the dorm parents should inspect the rooms of students to see that they are clean. Both the Dorm Parents and the Staff indicated significant positive responses of 100 percent. Other groups indicating significant positive responses were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Boys, and the Sr. High Boys.

One group, the Sr. High Girls, indicated a significant percentage of negative responses. Fifty-four percent marked "NO."

The 8 & 9 Girls failed to indicate a significant response. There was considerable division within this group.

TABLE 45.--It is okay for dorm parents to search a student's room when he is not present.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	2(13)	11(73)	2(13)
6 & 7 Girls	5(21)	11(46)	8(33)
8 & 9 Boys	3(14)	16(73)	3(14)
8 & 9 Girls	2(8)	22(85)	2(8)
Sr. High Boys	2(9)	19(86)	1(5)
Sr. High Girls	1(3)	33(97)	0
Dorm Parents	4(50)	2(25)	2(25)
Staff	3(18)	11(65)	3(18)

*All percent figures were rounded to the nearest whole number.

Only one group indicated a significant positive response to the statement that it is okay for dorm parents to search a student's room when he is not present. This group was the Dorm Parents with fifty percent of them responding "YES."

Six groups indicated significant negative responses to this item. The highest percentage "NO" response, ninety-seven, came from the Sr. High Girls. Other groups with significant negative responses were the 6 & 7 Boys, 8 & 9 Boys, 8 & 9 Girls, Sr. High Boys, and the Staff.

The 6 & 7 Girls were divided in their responses. They did not indicate a significant response.

TABLE 46.--The dorm parents should treat all students the same when they break the rules.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	2(13)	4(27)
6 & 7 Girls	14(58)	5(21)	5(21)
8 & 9 Boys	15(71)	4(19)	2(10)
8 & 9 Girls	18(69)	6(23)	2(8)
Sr. High Boys	15(68)	5(23)	2(9)
Sr. High Girls	26(74)	5(14)	4(11)
Dorm Parents	6(67)	3(33)	0
Staff	10(59)	1(6)	6(35)

*All percent figures were rounded to the nearest whole number.

There was considerable support for the proposition that dorm parents treat all students alike when they break the rules. All groups indicated significant positive responses to this item. Highest of these was a seventy-four percent "YES" response from the Sr. High Girls. They were followed by the 8 & 9 Boys at seventy-one percent.

Four groups had positive response percentages in the sixties and two in the fifties. The lowest were the 6 & 7 Girls with fifty-eight percent responding "YES."

TABLE 47.--A strict dorm parent is better than one who is not strict.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	4(27)	9(60)	2(13)
6 & 7 Girls	5(21)	9(38)	10(42)
8 & 9 Boys	5(23)	14(64)	3(14)
8 & 9 Girls	2(8)	19(73)	5(19)
Sr. High Boys	5(23)	10(45)	7(32)
Sr. High Girls	8(24)	15(44)	11(32)
Dorm Parents	8(100)	0	0
Staff	12(71)	1(6)	4(24)

*All percent figures were rounded to the nearest whole number.

Only two groups marked significant numbers of positive responses to the assertion that a strict dorm parent is better than one who is not strict. These two were the Dorm Parents and the Staff with positive responses of 100 percent and seventy-one percent, respectively.

Three student groups showed significant negative responses to this item. They were the 6 & 7 Boys, 8 & 9 Boys, and the 8 & 9 Girls.

The three remaining student groups did not indicate any significant responses. Their responses revealed considerable division on this issue.

TABLE 48.--The student should notify the dorm parent whenever he is going to be gone from the dormitory for a school field trip or event.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	10(67)	1(7)	4(27)
6 & 7 Girls	20(87)	1(4)	2(9)
8 & 9 Boys	16(76)	3(14)	2(10)
8 & 9 Girls	19(73)	4(15)	3(12)
Sr. High Boys	16(76)	3(14)	2(10)
Sr. High Girls	27(77)	17(20)	1(3)
Dorm Parents	9(100)	0	0
Staff	15(88)	2(12)	0

*All percent figures were rounded to the nearest whole number.

There was general agreement that the student should notify the dorm parent whenever he is going to be gone from the dormitory for a school field trip or event. All groups indicated significant positive responses to this item.

The highest positive response came from the Dorm Parents with 100 percent of them responding "YES." They were followed by the Staff who indicated an eighty-eight percent positive response.

The highest response from a student group was shown by the 6 & 7 Girls at eighty-seven percent "YES." Other positive response percentages included four in the seventies and one in the sixties.

TABLE 49.--On the dorm parents' day off, the relief dorm parent has the same authority as the regular dorm parents.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	5(33)	5(33)	5(33)
6 & 7 Girls	12(50)	7(29)	5(21)
8 & 9 Boys	7(33)	6(29)	9(38)
8 & 9 Girls	18(69)	2(8)	6(23)
Sr. High Boys	7(32)	10(45)	5(23)
Sr. High Girls	23(67)	5(14)	7(20)
Dorm Parents	9(100)	0	0
Staff	16(94)	0	1(6)

*All percent figures were rounded to the nearest whole number.

Five groups showed significant positive responses to the statement that on the dorm parents' day off, the relief dorm parent has the same authority as the regular dorm parent. Both the Dorm Parents and the Staff supported this item with positive responses amounting to 100 percent and ninety-four percent, respectively. Other groups indicating significant "YES" responses were the 6 & 7 Girls, 8 & 9 Girls, and the Sr. High Girls.

Three student groups failed to indicate significant responses to this statement. They were the 6 & 7 Boys, 8 & 9 Boys, and the Sr. High Boys.

TABLE 50.--Dorm parents should check to see that students are where they are supposed to be at certain times.

Groups	YES Number(%)	NO Number(%)	DON'T KNOW Number(%)
6 & 7 Boys	9(60)	3(20)	3(20)
6 & 7 Girls	17(71)	3(12)	4(17)
8 & 9 Boys	12(57)	6(29)	3(14)
8 & 9 Girls	12(46)	9(35)	5(19)
Sr. High Boys	8(36)	7(32)	7(32)
Sr. High Girls	11(31)	21(60)	3(9)
Dorm Parents	7(78)	1(11)	1(11)
Staff	9(53)	1(6)	7(41)

*All percent figures were rounded to the nearest whole number.

Five of the eight groups indicated significant positive responses to the proposal that dorm parents should check to see that students are where they are supposed to be at certain times. The highest positive response came from the Dorm Parents with seventy-eight percent of them indicating "YES" to this item. Other groups indicating significant positive responses were the 6 & 7 Boys, 6 & 7 Girls, 8 & 9 Boys and the Staff.

One group, the Sr. High Girls, indicated a significant negative response to this item. Sixty percent of them circled "NO" on this item. The remaining two groups, the 8 & 9 Girls and the Sr. High Boys, did not indicate a significant response.

The first two statements in this section showed different ways of looking at the same question. The first stated that if the student doesn't do his work in the dorm, the dorm parent should make him do it. All groups indicated significant support for this item.

The second item stated that dorm parents should not force students to do their work if they didn't want to do it. This was saying the opposite of the previous statement. If the respondents were being consistent, significant numbers of all groups should have answered "NO" to this item. Only one group did.

The apparent inconsistency may have been caused by misunderstanding of the statement. The way the statement was written with negative elements in both clauses, it was difficult to know how to answer it. Did a "YES" response mean that the respondent felt the dorm parent should not force a student to do his work or was he indicating that he should? On the other hand, did a "NO" response mean that the person felt that the dorm parent should not force a student to do his work or did it indicate disagreement with the statement, thus, indicating that the dorm parent should force the student to do his work? The possibilities for misunderstanding were present and may account for the apparent inconsistency in responses for the two statements.

The results of the first statement indicated considerable support for dorm parent insistence that work assignments be completed by the students. The methods which might be

used to accomplish this were not considered and could provide topics for further investigation. It seems best to disregard the second statement because of the confusing way it was worded.

The next three items considered violation of rules. In one it was stated that the dorm parent should report any violation of school rules to the Superintendent. In this statement, the use of the term school rules was meant to indicate all rules of the total school, not those specific to one particular dormitory. This may not have been clear to the respondents.

Only one group supported this statement while two were opposed. This left five groups undecided. Obviously, there was uncertainty over this item. This uncertainty may have been caused by a lack of clarity in the wording of the statement.

The second item dealing with violation of rules proposed that the dorm parent should punish a student for violating the rules of the dormitory. All groups indicated significant agreement with this concept.

The third of these items proposed that the Superintendent should punish students for violating dormitory rules. Only one group, the Dorm Parents, indicated significant support for this proposal. Five groups were opposed.

The results of the previous two items supports the proposal that dorm parents should handle their own discipline problems within the dormitory. While all groups supported

punishment by dorm parents of violators of dorm rules, many opposed the proposition that the Superintendent punish those who violate dorm rules.

The next item examined the desirability of scolding or correcting in private a student who has misbehaved. All groups, except one, showed significant preference for the scolding in private. This supports a generally held belief that Native American students do not like to be reprimanded in public. On the basis of these results, it seems desirable to respect the wishes of the students by reprimanding them privately.

Another statement considered dormitory personnel responsibility for punishing students who had misbehaved in school. Seven of the eight groups indicated that it was not the duty of the dorm parents to punish students for misbehavior in school. This seems to indicate a separation of supervision in the school from that in the dormitory. This separation should be respected.

The next three statements considered the privacy of a student's room. On the proposal that dorm parents knock on the door before entering a student's room, significant numbers of all groups indicated that this should be done. In view of this response, this seems to be a well supported practice.

Another statement considered the need for dorm parents to inspect rooms to see that they were clean. Six of the eight groups indicated significant support for this proposal.

Therefore, it seems that dorm parents should consider room inspection an accepted part of their jobs.

While inspecting a student's room to see that it was in order was generally accepted, the possibility of searching a room while its resident was absent received little support. Only one group, the Dorm Parents, felt it was proper to search a student's room when he was absent. Six other groups indicated significant opposition.

While occasions may arise when it seems necessary to search a student's room, the results of this item seem to indicate that the student should be present when this takes place. Perhaps policies in this area could be developed which would be acceptable to the students.

There was general support for a policy of consistency in dealing with violators of rules. Significant numbers of all groups felt that dorm parents should treat all students the same when they break the rules. While it is understood that there may be special circumstances peculiar to each situation, these responses seem to support consistency in dealing with those who violate the rules.

The next item considered the desirability of a strict dorm parent over one who was not strict. The purpose of this item was to determine whether students desired dorm parents who were firm in their dealings with students. Three student groups indicated significant negative responses to the statement while the other three student groups were undecided.

One reason for so many undecided groups may have been varying interpretations of what was meant by strict. Some may have equated strict with mean or cruel. It is, therefore, difficult to generalize from these results.

Another item proposed that students should notify dorm parents whenever they were going to be gone from the dormitory for a school field trip or event. All groups indicated significant positive responses to this item. Therefore, it seems that dorm parents should expect this notification from students.

The next proposal considered the authority of the person who takes the place of the dorm parent on the dorm parent's day off. Significant numbers of students in the girls dormitories as well as the total staff indicated that the relief dorm parent possessed the same authority as the regular dorm parent did.

While there was no significant opposition to this statement, the three boys dormitories were undecided as was indicated by their lack of any significant responses. This seems to indicate some uncertainty in the position of the relief dorm parent. It is therefore suggested that the role of the relief dorm parent be clarified, especially in respect to the boys dormitories.

The final item proposed that dorm parents should check to see that students are where they are supposed to be at certain times. Five groups, including three composed of students, indicated significant positive responses to this

item. Only one group indicated a significant "NO" response while two groups did not indicate any significant response. While there is some uncertainty, it seems fairly well accepted that dorm parents should sometimes check on their charges to ensure that they are where they are supposed to be.

CHAPTER IV RECOMMENDATIONS

This study was designed to provide information about student and total staff attitudes toward dormitory life. It was also to provide information which could be passed on to new dormitory personnel.

A fifty item questionnaire was administered to 144 students, nine dorm parents, and seventeen staff members. In view of the responses to the questionnaires, the following recommendations are offered:

1. In view of the limited amount of research available on the subject, more investigations should be undertaken to consider student and staff attitudes toward the various aspects of dormitory life for Native American students in both government and private school dormitories.
2. In view of the lack of information available, further research in student-staff attitudes toward dormitory life is recommended at the Navajo Methodist Mission School. This should be carried out regularly and often.
3. Dorm parents should know the grades of the students in their dormitories.

4. Dorm parents should meet regularly with teachers to discuss the progress which students are making in school.
5. Educational level should be an important consideration in hiring dormitory personnel for the school.
6. Dorm parents should meet with teachers whenever a student is experiencing difficulties in school.
7. Dorm parents should meet with the real parents of the student whenever he is experiencing serious difficulties in the dormitory.
8. Dorm parents should make every effort to know the parents and families of their students.
9. The confidential nature of personal conversations between dorm parents and students should be respected.
10. A need exists for further investigation into the desirability of transportation to town during the week.
11. The dorm parents of the sixth and seventh grade students should monitor the bathing habits of their students. Other dorm parents should allow students greater responsibility in this area with the increasing age of the student.
12. Efforts should be made to provide snacks in the dormitories every evening.
13. Students should be expected to make restitution for any intentional damages which they do to the dormitories.

14. Alternatives to dorm parent enforcement of the school dress code should be investigated.
15. Students should be expected to check out when leaving and in when returning to the dorm.
16. There is a need for clarification of the circumstances under which students may visit the dorm parents in their apartments.
17. Dorm parents should plan special activities for the students in their dorms from time to time.
18. More investigation of the times and places where boy-girl social interactions are desired should be initiated.
19. The role of the dormitory program in the spiritual life of the students needs much more investigation.
20. Dorm parents should make certain that students do their work assignments in the dormitories.
21. Dorm parents should make every effort to deal with disciplinary problems within the dormitory before seeking outside help.
22. Any scolding or correcting of students should be done in private.
23. Dorm parents should not be expected to punish students for misbehavior in school.
24. Dorm parents should knock before entering a student's room.
25. Policies for searching student rooms should be developed and made known to students.

26. Regular room inspections should be carried on by the dormitory personnel.
27. Dorm parents should be consistent in their treatment of students who violate dormitory rules.
28. Dorm parents should expect notification from students when they are planning to be gone from the dorm for a school trip or activity.
29. The role of the relief dormitory parent should be clarified, especially in regard to his authority.
30. Dorm parents should check periodically to see that students are where they should be.

APPENDICES

APPENDIX A

There are six basic areas in which dormitory personnel are involved with students. These areas, along with an explanation or definition of them, are listed below:

- Academic. The academic area is concerned with progress in school work. It includes achievement in school subject areas and anything related to this.
- Counseling. The counseling function is concerned with helping students resolve decisions which they face. This may include personal problems both from home and school, vocational plans and choices, and other decisions related to both present and post school life.
- Custodial. This refers to the function of taking care of some of the basic physical needs of students. This includes such things as basic medical care and personal hygiene, seeing that maintenance is done in buildings, and seeing that students are fed on weekends. This area concerns those things which are done almost automatically for the students.
- Social. The social area deals with the interpersonal interactions among students. It includes boy-girl relations, interaction among peers, and associations with adults and students of other ages.
- Spiritual. The spiritual realm deals with fostering a personal religious faith among the students.
- Supervisory. The supervisory tasks deal with seeing that students fulfill their responsibilities in their school life. This may include such items as completion of assigned work, meeting appointments on time, and observance of school, dormitory, and campus rules.

APPENDIX B

QUESTIONNAIRE

I am in grade _____.

I am a boy girl (circle one)

The following questions are designed to help the staff in performing their jobs in the dormitories. Please circle the response which best indicates your feelings on each question.

- | | | | | |
|-----|--|-----|----|------------|
| 1. | If a student doesn't do his work in the dorm, the dorm parent should make him do it. | YES | NO | DON'T KNOW |
| 2. | The dorm parent should lead prayer times on a regular basis in the dorm. | YES | NO | DON'T KNOW |
| 3. | Dorm parents should know what grades their students receive in school. | YES | NO | DON'T KNOW |
| 4. | The dorm parents should meet with teachers when one of their students is having a problem. | YES | NO | DON'T KNOW |
| 5. | Parties in the dormitory should be planned by the dorm parents. | YES | NO | DON'T KNOW |
| 6. | Students should pay for any damage which they do although it may have been an accident. | YES | NO | DON'T KNOW |
| 7. | If a student breaks the rules of the dorm, it is the dorm parents' job to punish him. | YES | NO | DON'T KNOW |
| 8. | Dorm parents should help students plan their future work in life. | YES | NO | DON'T KNOW |
| 9. | If a student has a problem with his homework, the dorm parents should be able to help him. | YES | NO | DON'T KNOW |
| 10. | When a boys dorm has a party, girls should be allowed to attend. | YES | NO | DON'T KNOW |
| 11. | Dorm parents should lead a blessing before meals served in the dormitory. | YES | NO | DON'T KNOW |
| 12. | The dorm parent should be willing to wash the clothes of the students living in their dormitory. | YES | NO | DON'T KNOW |

- | | | | | |
|-----|---|-----|----|------------|
| 13. | Snacks should be provided in the dormitory every night. | YES | NO | DON'T KNOW |
| 14. | It is okay to go to the dorm parents on their day off if you think you need to. | YES | NO | DON'T KNOW |
| 15. | When a girls' dorm has a party, boys should be allowed to attend. | YES | NO | DON'T KNOW |
| 16. | Dorm parents are people to talk to if you have some problem. | YES | NO | DON'T KNOW |
| 17. | Dorm parents should meet with teachers at certain times during the year to discuss the progress of the students in their dormitory. | YES | NO | DON'T KNOW |
| 18. | The dorm parents take the places of the real parents of the students in their dorms. | YES | NO | DON'T KNOW |
| 19. | A strict dorm parent is better than one who is not strict. | YES | NO | DON'T KNOW |
| 20. | If a student appears to be very sick, the dorm parent should send him to the nurse. | YES | NO | DON'T KNOW |
| 21. | If a student needs to go to town during the week, the dorm parent should take him. | YES | NO | DON'T KNOW |
| 22. | It is okay for dorm parents to search a student's room when he is not present. | YES | NO | DON'T KNOW |
| 23. | If a student damages the dorm on purpose, he should pay for the damages. | YES | NO | DON'T KNOW |
| 24. | When a student is having problems in the dorm, the dorm parents should talk with the student's real parents. | YES | NO | DON'T KNOW |
| 25. | When students talk to dorm parents about something personal, they should keep it a secret. | YES | NO | DON'T KNOW |
| 26. | The dorm parents should know the parents and family of the students in their dorm. | YES | NO | DON'T KNOW |

- | | | | | |
|-----|--|-----|----|------------|
| 27. | If a student is having problems in school, the dorm parent should talk to him about it. | YES | NO | DON'T KNOW |
| 28. | If a student misbehaves in school, the dorm parent should punish him. | YES | NO | DON'T KNOW |
| 29. | Dorm parents should not force students to do their work if the student doesn't want to do it. | YES | NO | DON'T KNOW |
| 30. | If a student misbehaves, it is better to scold or correct him when he is alone. | YES | NO | DON'T KNOW |
| 31. | Dorm parents should inspect student's rooms to see that they are clean. | YES | NO | DON'T KNOW |
| 32. | It is the responsibility of the dorm parent to make certain that students bathe regularly. | YES | NO | DON'T KNOW |
| 33. | The dorm parent should report any violation of school rules to the Superintendent. | YES | NO | DON'T KNOW |
| 34. | All meals should be served in the dormitory. | YES | NO | DON'T KNOW |
| 35. | Students should be able to go into the dorm parents apartment to visit whenever they want to. | YES | NO | DON'T KNOW |
| 36. | If a student breaks the rules of the dorm, the Superintendent should punish him. | YES | NO | DON'T KNOW |
| 37. | The dorm parents should meet on a regular basis with parents to discuss the progress and behavior of the students living in their dorms. | YES | NO | DON'T KNOW |
| 38. | The dorm parents should treat all students the same when they break the rules. | YES | NO | DON'T KNOW |
| 39. | The dorm parents should teach Sunday School to the students in their dorms. | YES | NO | DON'T KNOW |
| 40. | If a student needs to go to the doctor, his dorm parent should take him. | YES | NO | DON'T KNOW |

- | | | | | |
|-----|--|-----|----|------------|
| 41. | The dorm parent should make certain students are properly dressed before they go to school. | YES | NO | DON'T KNOW |
| 42. | The dorm parent should plan activities such as picnics or movies for their students. | YES | NO | DON'T KNOW |
| 43. | The student should notify the dorm parent whenever he is going to be gone from the dormitory for a school field-trip or event. | YES | NO | DON'T KNOW |
| 44. | Students should check-out whenever they leave the dorm. | YES | NO | DON'T KNOW |
| 45. | It is the dorm parents' responsibility to see that students attend meals. | YES | NO | DON'T KNOW |
| 46. | Students should check-in with dorm parents when they return to the dorms. | YES | NO | DON'T KNOW |
| 47. | It is better to have study halls in the dormitory than in the school. | YES | NO | DON'T KNOW |
| 48. | On the dorm parents' day off, the relief dorm parent has the same authority as the regular dorm parent. | YES | NO | DON'T KNOW |
| 49. | Dorm parents should knock on a student's door before entering the room. | YES | NO | DON'T KNOW |
| 50. | Dorm parents should check to see that students are where they are supposed to be at certain times. | | | |

SELECTED BIBLIOGRAPHY

Adams, Evelyn C. American Indian Education: Government Schools And Economic Progress. Morningside Heights, New York: King's Crown Press, 1946.

Biggs, Donald A. "Student Evaluation of Residence Hall Counselors." The Journal of Educational Research. LXV (March, 1972), 305-308.

Biglin, James E. and Wilson, Jack. "Parental Attitudes Toward Indian Education." The Journal of American Indian Education, XI (May, 1972), 1-6.

Bucheimer, Arnold and Weiner, Max. Studying Student Attitudes." Research Guidelines For High School Counselors. Edited by College Entrance Examination Board. New York: College Entrance Examination Board, 1966.

Cramer, Stanley. "The Opinion Survey As a Research Technique." Research Guidelines For High School Counselors. Edited by College Entrance Examination Board. New York: College Entrance Examination Board, 1966.

Duval, William H. "Student-Staff Evaluation of Residence Hall Environment." The Journal of College Student Personnel, X (January, 1969) 52-58.

Harshman, Carl L. and Harshman, Ellen F. "The Evaluation of Undergraduate Residence Hall Staff: A Model and Instrumentation." The Journal of College Student Personnel, XV (March, 1974), 125-132.

Kleinfeld, J. S. "Sources of Parental Ambivalence Toward Education in an Aleut Community." The Journal of American Indian Education, X (January, 1971), 8-14.

Kleinfeld, J. S. "Characteristics of Successful Boarding Home Parents of Eskimo and Athabaskan Indian Students." Human Organization, XXXII (Summer, 1973), 191-199.

Leighton, Dorothea and Kluchhohn, Clyde. Children of the People: The Navaho Individual And His Development.

Meriam, Lewis. The Problem of Indian Administration.
Baltimore, Maryland: The Johns Hopkins Press, 1928.

Nephew, Allen L. "Christian Education And the American Indian." Religious Education, LXII (November, 1967), 503-510.

Sheps, Efraim. "Indian Youth's Attitudes Toward Non-Indian Patterns of Life." The Journal of American Indian Education, IX (January, 1970), 19-27.